

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLV-VPA within Unit
Creating Performing Responding	<p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	
Artistic Practice:	Performance Expectation/s:	
Creating Explore Plan Revise Performing Embody Execute Express Present	5th 1.1.5.Pr6 a. Apply visualization, motor imagery, and breath to enhance body mechanics and the quality of a movement skill. b. Rehearse a dance to improve group awareness, unison movement, consistency, and	Activity Description: Unit Title: Exploring Dance-Enhancing Artistry and Cultural Understanding Unit Description: In this unit, students will delve into the world of dance, focusing on enhancing their movement skills, group awareness, and understanding of cultural expressions through dance. They will explore various techniques to improve their body mechanics,

<p>Responding Analyze Critique Interpret</p>	<p>attention to detail.</p> <p>c. Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).</p> <p>d. Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.</p> <p>5th 1.1.5.Re9 a. Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.</p> <p>5th 1.1.5.Cn11 a. Observe and describe how the</p>	<p>rehearse dances for performance, and learn about the technical elements involved in dance production. Through these experiences, students will develop a deeper appreciation for the art form and its role in expressing cultural identities and perspectives.</p> <p>Standards:</p> <ul style="list-style-type: none"> ● 1.1.5.Pr6 ● 1.1.5.Re9 ● 1.1.5.Cn11 <p>Sessions 1-2: Enhancing Movement Skills</p> <ul style="list-style-type: none"> ● Introduce visualization, motor imagery, and breath techniques to students. ● Practice these techniques through guided movement exercises. ● Explore various body mechanics and movement qualities. ● Rehearse simple dance sequences focusing on individual skills. <p>Sessions 3-4: Group Awareness and Consistency</p> <ul style="list-style-type: none"> ● Work on group awareness exercises, emphasizing spatial awareness and unison movement. ● Rehearse dances in small groups, focusing on consistency and attention to detail. ● Discuss and practice modifying performance spaces using production terminology.
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	<p>movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	<ul style="list-style-type: none"> ● Introduce basic technical elements such as costumes and props. <p>Sessions 5-6: Dance Performance Preparation</p> <ul style="list-style-type: none"> ● Continue rehearsing dances, paying attention to group dynamics and technical elements. ● Provide opportunities for students to perform informally for peers, focusing on communication and expression. ● Incorporate feedback sessions to refine performances based on artistic criteria and cultural understanding. <p>Sessions 7-8: Cultural Exploration through Dance</p> <ul style="list-style-type: none"> ● Explore different dance genres or styles from various cultures. ● Analyze how movements in these dances communicate cultural ideas and perspectives. ● Reflect on personal experiences and connections to cultural expressions through dance. ● Culminating activity: Present a final dance performance incorporating elements learned throughout the unit, emphasizing artistic expression and cultural understanding. <p>Assessment:</p> <ul style="list-style-type: none"> ● Observation of students' ability to revise movement based on peer feedback and self-reflection. ● Evaluation of students' documentation of the dance-making process through various mediums.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 2. Criteria for evaluating dance vary across genres, styles, and cultures. 3. Dance literacy includes deep knowledge and 	<ol style="list-style-type: none"> 1. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? 2. What criteria are used to evaluate dance? 3. How does knowing about societal, cultural, historical and community experiences 	

<p>perspectives about societal, cultural, historical, and community contexts.</p>	<p>expand dance literacy?</p>	<ul style="list-style-type: none"> ● Assessment of students' application of visualization, motor imagery, and breath techniques to enhance movement skills. ● Peer and self-assessment of dance performances, considering group awareness, consistency, and attention to detail. ● Written reflections on the role of dance in celebrating diversity and promoting inclusion.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p>	<p>SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Interdisciplinary connections:</p> <p>Throughout the unit, interdisciplinary connections will be fostered by incorporating elements of social studies. Students will explore cultural dance traditions from various regions and time periods, enhancing their understanding of cultural diversity and historical contexts.</p>

	<p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Peer and self feedback in critical response format 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Performances In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Green Gilbert, A. (2006). <i>Brain-Compatible Dance Education</i>. Human Kinetics.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p>	<ul style="list-style-type: none"> Meet with the student’s special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student’s special education classroom, or the school’s Occupational or Physical Therapists. 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). Allow additional time to complete classwork as needed, when required according to students’ IEP or 504 plan. Break 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit.

	<p>assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 		
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>	X	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy
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	<i>Core Ideas:</i>	<p>Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>
	<i>Performance Expectation/s:</i>	<p>Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	